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ABSTRACT

Although fiscal support for occupational programs in California Community Colleges is provided primarily by state and local district taxes, about ten percent of the total support is provided through federal sources. Federal regulations under the Vocational Education Act (VEA) require the recipients of federal funds to provide consultative, monitoring, and evaluation services. The primary evaluation of community college occupational programs in California is accomplished by project COPES (Community College Occupational Program Evaluation System). In addition, third-party evaluations of programs, services, and fiscal audits are accomplished by specially funded projects. This report presents evaluation findings and conclusions concerning occupational education in California community colleges, organized according to the specific requirements of the VEA. These include: (A) Programs for the Disadvantaged; (B) Vocational Programs; (C) Research; (D) Exemplary Funds; (E) Professional Development; (F) Consumer and Homemaking Education; (G) Cooperative Vocational Education; (H) Work Study Programs. (Author/NHM)

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Board of Governors of the
California Community Colleges
April 21-22, 1976

Item 10.

Title: Occupational Education

Staff presentation: Leland P. Baldwin, Assistant Chancellor
Occupational Education

Summary

1. This material on occupational education includes activities since 1971.
2. An explanation of the administration of each part of the federal Vocational Education Act is provided.
3. Evaluation findings and conclusions are reported under each part of the Vocational Education Act.

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The Appendices have been
deleted from this version of
the document due to poor
reproducibility. Appendix A
is available separately as
JC 760 246

ABSTRACT

Fiscal support for occupational programs in California Community Colleges is provided primarily by state and local district taxes. Federal funds provide less than 10% of the total costs. However, the Chancellor's occupational staff is solely supported by federal sources.

Each part of the federal Vocational Act provides for specific programs and services. Examples are:

- 1) Part A, Programs and services for the disadvantaged.
- 2) Part C, Research.
- 3) Part F, Consumer and homemaking programs and services.

Federal regulations require California to provide consultative, monitoring and evaluation services in order to qualify for VEA funds. The Chancellor's Office is organized to provide continuous consultative, monitoring and evaluation services. The primary evaluation of Community College programs is accomplished by project COPES (Community College Occupational Program Evaluation System). Third-party evaluations of programs, services and fiscal audits are accomplished by specially funded projects. An example is the Part A Grants Evaluation, 1972-73, conducted by George Ebey Associates of Palo Alto, California. The U.S. Office of Education conducts an annual review of the state management of vocational education.

State legislation requires the Chancellor's Office to perform additional functions and services, such as mandated area planning and the California Manpower Management and Information Systems.

Background

The administration of occupational education is guided by a general policy statement adopted by the Board of Governors in December 1971 and reaffirmed in December 1974. The policy statement describes the cooperative effort between the Chancellor's Office and college districts in providing occupational education, enumerates fundamental goals, and lists objectives for staff.

An annual state plan for occupational education is prepared jointly with the Department of Education for the U. S. Office of Education in order to qualify for Vocational Education Act (VEA) funds. The purpose of this plan is to provide policies, procedures and other information necessary for effective planning, administration and operation of occupational education in compliance with federal statutes and regulations. VEA funds are received by the State Board of Education, and the Board of Governors receives a portion of these funds through a cooperative agreement with the State Board. VEA constitutes less than 10% of the total expenditures for occupational education in California Community Colleges.

The California State Plan for Vocational Education, among other things, specifies criteria for allocating funds and requires program evaluation and follow-up of students leaving occupational programs.

This agenda item focuses specifically on the allocation, monitoring and evaluation of funds used under specific parts of the Vocational Education Act.

VOCATIONAL EDUCATION ACT, PART A: PROGRAMS FOR THE DISADVANTAGED

The purpose of Part A funds is to reduce the rate of youth unemployment or school dropout by providing special educational programs and services designed to enable disadvantaged persons, as defined, to achieve vocational education objectives that would otherwise be beyond their reach. These funds may be used for special occupational programs to reach those students who cannot benefit from the regular occupational program offered by the college, or the funds may be used to provide services to those students in the regular occupational program. Services may include remedial instruction, tutoring, guidance, counseling and testing to help the student make career choices, and purchase of supplies, textbooks and equipment. (Textbooks and equipment remain the property of the college to be used for future students.) Other services are recruiting and providing for transportation to college.

Part A funds are available to Community Colleges and shared on a formula basis with the State Board of Education. California received \$1,704,350 Part A funds for 1975-76. Community Colleges received \$912,000 for the same period. These funds are made available to college districts on a project-application basis. Guidelines and instructions for Part A applications are published jointly by the Chancellor's Office and State Department of Education. Consultant help in proposal development is provided Community Colleges.

Criteria for evaluating projects include:

- 1) Impact on providing vocational education programs, services and activities to meet the needs of disadvantaged persons, i.e., those persons who cannot succeed in the regular vocational program without special programs, services or activities.
- 2) Relative incidence of high rates of youth unemployment and school dropouts in the rural or urban area to be served.
- 3) Impact on reducing school dropouts.
- 4) Impact on reducing youth unemployment.
- 5) Impact on providing new approaches to regular programs or services that will ensure greater success in meeting the needs of the disadvantaged.
- 6) Degree of community involvement.
- 7) Adequacy of personnel and facilities to carry out the proposal.
- 8) Extent of starting new programs or services to extend opportunities to disadvantaged persons (unemployed and dropouts) not now being served.
- 9) Extent of capability to continue program, services or activities.

Occupational and EOPS staff of the Chancellor's Office participate in review of Part A applications. Detailed procedures are followed in the systematic rating and ranking of projects to be recommended for funding.

Staff are assigned contact colleges to monitor these and other special VEA projects and to review original project objectives with a college representative. Project review includes a site tour.

Following are examples of staff review of Part A projects:

San Jose City College

A COPES evaluation, showed many weaknesses in identifying, serving and retaining disadvantaged students. Therefore, this project established a system for serving disadvantaged occupational students.

The project conducted a needs assessment in which students, faculty, counselors, and advisory committees participated. A form was developed in which major needs were identified. These were grouped into needs for writing and reading skills, financial and family problems, study habits, computational skills, motivation, transportation, attendance, and tutorial services. Individual referrals were made according to needs, for example, to remedial classes, tutorial services, financial aides, specialized counseling.

Cuesta College

This was a project designed to train and place 100 vocational homemaker aides. The annual report and on-site visitation showed that the program trained and placed 79 aides at six off-campus locations in the communities of those being served. As a result of this program the college established a homemaker aide/home health aide program as a regular offering. It is estimated that 20-30 completions a year will meet local employment demands once the initial backlog has been fulfilled.

Antelope Valley College

As a result of Part A funding, this college has started outreach programs that include training in basic skills. Students are then enrolled in the regular vocational programs on campus and assisted in the transitional period both by personal counseling and special tutoring.

Advisory committee meetings have resulted in two new classes being started. One is a fundamentals class in welding, and the second one is a class for farm equipment operators. Both classes are taught bilingually. Since they are new, it is too soon to comment on success. A nursing aide program was started three years ago with a 70 percent employment record.

San Bernardino Valley College

Part A funding has enabled the college to hire tutors for vocational students. The district as a result has intensified counseling for disadvantaged students seeking occupational education opportunities. All tutoring under this program is performed by students in regular programs.

Porterville College

Teacher aides funded by this project gave much expanded worth to the "open entry-open exit" (free access by students) in business and welding programs. The impact of this project has been most positive in respect to reducing unemployment and retaining students, and the college has agreed to continue to operate--as well as expand--this program.

Shasta College

This project provided recruiting, admission, retention, counseling and tutoring for disadvantaged students. Most objectives were met or exceeded. The college was able to maintain an employment rate which would have been lower without the project. The dropout rate was reduced, and the college is identifying jobs which could significantly change the dropout rate. The college is pleased with the results of the project and intends to continue and expand the services.

Riverside City College

This was a two-fold project: to develop multi-media, self-instructional packets and to provide tutoring to occupational students. Audio-tutorial learning packets were written at the level needed for students in occupational programs. A learning packet evaluation form has been prepared and will be used by students and faculty for documented evaluation.

Tutoring records were reviewed for documentation of the occupational program in which students were enrolled as well as courses in which they were being tutored.

Third-Party Evaluation Projects

Evaluation

Additional formal evaluation of Community College Part A projects are accomplished by special projects. In September 1971 an evaluation project was funded to review all Part A projects in California, and a similar study was conducted again in 1973. Both studies have been published, and copies of the 1973 study are available for distribution. (See Appendix A.)

Findings of these two evaluation studies confirm continuing problems of project management subject to the use of federal funds. More funds are requested by colleges than are available. Consequently, initial project objectives are adjusted to accommodate available funds. Funding regulations imposed by use of federal funds do not permit long-range planning. Therefore, optimum use of funds is not always achieved.

The special studies of Part A projects confirm that Chancellor's staff members are perceived by colleges as being effective in their consultant and monitoring roles with the colleges.

VOCATIONAL EDUCATION ACT, PART B: VOCATIONAL PROGRAMS

Part B funds are intended to assist states in conducting vocational education programs for persons of all ages in all communities of the state. Such programs are designed to insure that education and training programs for career vocations are available to all individuals who desire and need such education and training. The purpose is to assist states in maintaining, extending and improving existing vocational education programs, to develop new programs for vocational education, and to provide part-time employment for youths who need earnings to continue their vocational training on a full-time basis. The objective is that persons of all ages in all communities of the state--those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps--will have ready access to vocational training or retraining which is of high quality, which is realistic in light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

Regulations published in the Federal Register in February 1975 state that vocational education shall be designed to:

- (i) prepare individuals for gainful employment, including volunteer firefighters, as semiskilled or skilled workers or technicians or semiprofessionals in recognized occupations and in new or emerging occupations, or
- (ii) prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs, or
- (iii) assist individuals in the making of informed and meaningful occupational choices, or
- (iv) achieve any combination of the above objectives.

Part B, 10% Set Aside Funds

10% of Part B funds received by colleges must be used to provide handicapped students with services, activities or modified programs. These

funds are used to enable handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach. Services may include special transportation to college, mobility aides, readers, interpreters, specialized equipment, modification of a learning station, and counseling and guidance. Services are to be directly related to the vocational instruction. Other services which may be necessary but not directly related to vocational education cannot be supported with VEA funds.

Part B, 15% Set Aside Funds

15% of the Part B funds received by colleges must be used for programs and services for the disadvantaged as described under Part A.

California schools received nearly \$30 million of Part B for 1975-76 of which Community Colleges received approximately \$13 million. About \$1 million of Part B funds are used for state operating expenses of the Occupational Education Division.

Part B funds are distributed to college districts on an entitlement formula. College districts must submit a district plan to qualify for these funds. The plan is written from guidelines published annually by the Chancellor's Office. The district plan must specify objectives for using these funds and other qualifying conditions required by VEA regulations.

The 10% set-aside funds for handicapped services and the 15% set-aside funds for disadvantaged programs and services are distributed to colleges through the entitlement process. Before the funds can be expended, districts must include their specific plans for using these special-purpose funds. VEA regulations require that students be identified and that specific-related services be provided to assist handicapped and disadvantaged students.

Evaluation and monitoring of VEA programs and services are state responsibilities according to regulations published in the Federal Register February 25, 1975: "The State Board shall be responsible for assuring that State and local programs, services, and activities carried out under the State Plan will be periodically evaluated with sufficient extensiveness and frequency to enable the State Board to effectively carry out its functions under the State Plan and fulfill the purposes of the Act." Additionally, the Federal Register indicates that monitoring by State agencies will be through site visits to "Review program accomplishments and management control systems, and provide such technical assistance as may be required."

The Chancellor's Office is organized to provide continuous consultant, monitoring and evaluation services to colleges. Three regional offices are maintained to provide direct liaison with colleges. Regional staff members are assigned contact colleges. A specific responsibility of each regional staff member is to review annual district plans and provide consultant and monitoring services as needed. Central office specialists, such as agriculture and work experience, respond to their appropriate programs and services of district plans.

Regional office staff members follow a detailed plan for achieving their monitoring objectives of college programs. The plan specifies performance requirements and activities to be performed.

Following are some reports of college program monitoring by the Chancellor's Office:

Mt. San Antonio, Part B, Evaluation Report

Advisory committee minutes were spot-checked to determine the kind of recommendations being made in curriculum development and changes. Members of advisory committees take an active part in changes and modifications of curriculum.

At Mt. San Antonio College the advisory committee involvement resulted in development of new courses and rearranging the facilities for the domestic pet animal sciences program. In the forestry program the advisory committee arranged for state and federal forests to be available for classes for extended periods of time, including lodging arrangements and fire-fighting experiences. In the electronics, aircraft mechanics, air conditioning, and welding programs, committee members donated equipment and materials.

In the 1975 visit to the college, staff reviewed the records maintained for the handicapped and disadvantaged programs. In both cases staff did not feel the records were adequate and made recommendations for changes. In the case of some of the disadvantaged funds used in tutoring, staff found that certain persons being tutored did not meet the VEA definition of disadvantaged and advised that, if these persons continued to be tutored, other funds would have to be used. During the 1976 visit, staff found that all recommendations had been accepted, and records were more accurate.

Programs in the Business Department were visited to validate that section of the college's evaluation report. Individualized Instructional laboratories mentioned in the report were operating successfully. Both instructor and student morale were high in these classes.

Mendocino College, Santa Rosa College, and College of the Redwoods

Mendocino College wants to develop a forest technology program which is an ongoing program at Santa Rosa College. College of the Redwoods also has a program in this field. Jobs appear to be nearer to Mendocino College and College of the Redwoods. Since much of the industry is in the Mendocino area, some of the course work should be done at Mendocino College, with the two other colleges continuing with the major. In the long run, Mendocino and Redwoods will have the major, and Santa Rosa will do course work.

Bay Area Community College Area Planning Committee

Chabot College proposed an animal technology program, which was voted down by the committee and Chancellor's staff because there are no real jobs available for technicians. Animal shelters and veterinarian offices employ either trained vets or hire off-the-street. In previous attempts at such programs (Merritt College, Santa Rosa College) no continuing demand for graduates was discovered.

Peralta Colleges

There has been duplication of programs in the three larger colleges in this district. As a result of negotiations with the local sponsors of these programs and with the Chancellor's Office, consolidation of programs is taking place for carpentry apprentices, machinist apprentices, and automotive apprentices.

San Bernardino Valley College

Use of advisory committees at San Bernardino Valley College appears to be quite successful. As a result, San Bernardino has started four new programs, including respiratory therapy technician, restaurant management, food services, and opthalmic programs. The 15 percent set-aside funds for disadvantaged have been used in conjunction with the Part A project to expand the counseling, tutoring, and personal peer counseling aspects for disadvantaged students.

In addition, part of the funds was used to offset costs in bilingual instruction in secretarial sciences. At San Bernardino the 10 percent funds for physically handicapped are used exclusively in welding programs run in conjunction with the Department of Vocational Rehabilitation. This program has 100 percent placement and is one of the most successful in vocational education in California. As a result of advice from staff, San Bernardino clarified its process for the identification of handicapped and disadvantaged students so it would be in compliance with the federal definition.

Antelope Valley College

Antelope Valley advisory committees are very helpful in the formation and continuation of occupational education programs. As a result, programs in air power and air frame were eliminated due to a drop in employment opportunities. Also dropped were some special programs in electronic assembly that were supposed to meet the needs of the disadvantaged. Highly successful programs are in automotive and nursing aide areas. Suggestions from staff resulted in the development of individualized instructional plans for technical programs, particularly the automotive area. This has been so successful that the college is ready to start the same process in other areas.

COPES: Total program evaluation

Project COPES (Community College Occupational Program Evaluation System) provides periodic evaluation of college programs. Since its development in 1971 by a consortium of California Community Colleges and the Chancellor's Office, COPES has been applied at more than 60 colleges. It has become the recognized system for evaluating occupational education in California Community Colleges, and its use has led to many important improvements in programs and services.

COPES has been considerably improved since it was originally conceived to provide a systematic, objective method for evaluating occupational education. From the start it has been a cooperative undertaking, involving participating colleges and the Chancellor's Office. So far, the COPES project has seen not only the development, refinement and widespread application of its evaluation method, but also the following accomplishments:

- ° Significant insitutional actions by participating colleges to correct shortcomings in their occupational education programs and services.
- ° Identification, supported by subsequent findings, of statewide major strengths and critical needs for improvement in California Community College occupational education, to highlight areas meriting further research.
- ° Demonstration of the reliability of the evaluation system through an intensive test.
- ° Development and refinement of four evaluation subsystems, focusing on occupational education programs and services: (1) disadvantaged, (2) handicapped, (3) work experience, and (4) consumer and homemaking education.
- ° Identification of the need for an occupational education follow-up system, which led to creation of the Student Accountability Model (SAM).
- ° Conduct of preliminary research toward evaluation of the factors which make up a college's organizational climate (e.g., the degree to which the administration seeks and uses ideas of faculty and staff, the extent of acceptance of departmental and college goals and objectives, and the adequacy and quality of institutional communications).

Among those who have contributed to the accomplishments made possible through COPES are instructors, students, administrators and advisory committee members who have been involved in the self-appraisal aspect of COPES, as well as the Chancellor's staff and business, industry and public representatives who have served on the specially-trained COPES site visit teams which validate the college self-appraisals.

In April 1975 presidents of California Community Colleges that had participated in COPES were asked to cite actions taken or contemplated as a result of their evaluations. The purpose of the query was to secure information on the impact of the COPES process in terms of its goal "to improve the quality and availability of occupational education in California's Community Colleges." Among actions taken, under way or definitely scheduled on the basis of COPES findings are the following:

- Establishment of a career counseling center
- Strengthening of occupational education counseling
- Provision for better communication between counselors and occupational education faculty
- Institution of counselor in-service training to increase awareness of occupational programs
- Augmentation of placement office staffing
- Employment of work experience coordinator
- Employment of specialist to develop and/or coordinate programs and services for the physically handicapped
- Conduct of a survey to determine number and scope of needs of students with handicaps
- Development of special occupational education programs and services for the disadvantaged
- Initiation of ongoing program for assessing community needs related to occupational education
- Realignment in administration to improve coordination and direction of occupational education
- Systematization of student follow-up activities
- Development of measurable performance objectives for occupational courses
- Provision for more effective utilization of occupational education advisory committees
- Delegation of greater autonomy to divisions on budget control and program development
- Designation of capital improvements for occupational programs and replacement of obsolete equipment

- Achievement of more widespread involvement in occupational education planning
- Increase of emphasis on in-service training for instructors
- Provision for improvements in external and internal communication

In addition to citing actions resulting from the evaluations, the college presidents responded as follows to whether there were other ways the COPES study had been or might be useful to their institutions:

- "The COPES study has opened our eyes to some problems we were not completely aware of and has provided us with the ammunition to press harder on proposals which have been developed in the past."
- Academic faculty who had been involved in the COPES process "see more clearly the vocational role. They are searching for courses they teach which, in at least an ancillary way, serve vocational training needs, and they are much more active in looking for future occupational needs which training in their area might complement."
- "The study has assisted in the accreditation process, although we know it was not an accreditation-only thrust. Another area of significance is that the total staff was made aware of concern and interest in this particular area. The procedures and techniques could have some carry-over in areas other than technical-vocational programs."
- "The vehicle provided for self-assessment and the opportunity to compare this with assessments of experts in the field should enable us to establish realistic priorities in our educational planning."
- "The report enabled college staff to examine many entrenched practices."
- "The COPES project has been effective in focusing attention on occupational programs and encouraging staff members to evaluate their own programs on an individual basis."
- "The recommendations have given impetus to a move on the part of the vocational faculty to correct inequities in the salary schedule."
- "The COPES team visit was an excellent means of assisting our faculty in an objective analysis of their teaching techniques and productivity level."

- ° "Perhaps the most significant contribution was in providing the opportunity and procedures for our staff to focus attention on these important segments of our curriculum in an organized fashion. To develop first of all --Where are we going? and second, to raise the question of --Where should we be going? and finally, to determine our resources --How can we reach our objectives?"

Written reports by COPES site-visit chairmen were distributed to all participating colleges. Degree of dissemination ranged from "shared with key administrators and selected faculty" to a virtually college-wide audience, including students, as well as college advisors in the community and, in one case, a videotaped presentation of the COPES team's oral report to the board of trustees at an open meeting with press in attendance. The president of this college stated: "This is tantamount to airing the dirty laundry in public, but we have confidence in the public and think the public is well behind the college. And, frankly, when the press releases went out, the comments from the general public were that they were very pleased to see a continued emphasis in the area of vocational education at the college."

Meetings dealing with the report also occurred at all but one of the colleges. As with distribution of the report, they ranged from a limited scale ("administrators and the certificated people who had been interviewed") to a series of sessions involving occupational divisions and departments, the general faculty and special study committees with board and student representation.

COPES up-date project

A study to up-date COPES is in progress. The up-date project includes a survey to establish the impact of COPES on college occupational programs since 1972. Preliminary data indicate confirmation of earlier feedback. An analysis of the first 14 Community College impact surveys which have returned indicate definite trends.

Implementation of the COPES recommendations does improve the quality and availability of occupational education. Thirteen Community Colleges listed specific examples to support this. Eleven colleges indicated favorable impact on students by implementing COPES recommendations.

COPES Findings (note annual status report in Appendix C)

COPES findings when analyzed by a panel of occupational experts reflect the following 10 critical needs for improvement of occupational education in Community Colleges:

Systematic follow-up of students who have completed occupational programs

Systematic follow-up of students who have dropped out

Coordination of college community occupational education needs analyses with those of other planning agencies in the area

Organization for effective coordination and direction of occupational education

Administration commitment to occupational education

Articulation with other educational organizations in the area (e.g., high schools, other Community Colleges, regional occupational centers) in providing for community occupational needs

In-service education opportunities for faculty, including conference attendance, curriculum development, work experience

Relation of stated learner objectives to job performance requirements

Updating of instructional content and method in relation to current occupational practices and trends

Use of job success and failure information of occupational education graduates in program planning and evaluation

The study found significant changes. For example, follow up of drop-outs, which had been far from a major identified concern in 1973, is second on the 1975 list, trailing only another item related to follow-up. The fact that two such items are now given highest priority is traceable, at least in part, to the increased attention recently focused on all aspects of follow up by the development of SAM (Student Accountability Model). This systematic approach to follow up was formulated as a direct outgrowth of the 1973 study, and an estimated 80% of the Community Colleges in California have since moved to adopt SAM's procedures. Understandably, these undertakings will require time to produce marked statewide results.

In addition to reappraising the status of occupational education in general, COPES studies also were conducted during 1975 concerning the status of California Community College programs and services for the disadvantaged, the handicapped, and in the field of consumer and homemaking education.

The three leading strengths and needs for improvement in each area were as follows:

Disadvantaged--Strengths: qualifications of coordinators and directors, availability and use of special instructional materials, number of staff necessary for effectiveness.

Needs for improvement: coordination of programs and services, identification of disadvantaged occupational students, institutional financial commitment beyond the VEA 15% set-aside fund.

Handicapped--Strengths: agreement of VEA district plans with actual programs in operation, qualifications of enablers/coordinators and directors, special education qualifications of instructional staffs.

Needs for improvement: record-keeping on use of VEA 10% set-aside funds, distribution of program emphases, systems approach to planning.

Consumer and homemaking education--Strengths: qualifications of instructional staffs, integration of consumer education into home economics courses, adequacy and availability of instructional equipment.

Needs for improvement: placement of VEA Part F funds, assessment of program results to aid in evaluation and planning, linkage with occupational education (see Part F).

COPES findings and typical use by colleges are illustrated by example in Appendix D.

USOE: Management review

The U. S. Office of Education conducts an annual review of the state level management of occupational education. The Chancellor's Office response to the 1975 review is indicated in the Appendix B.

VOCATIONAL EDUCATION ACT, PART C: RESEARCH

Research funds are jointly administered by the State Board of Education and the Board of Governors. Approximately \$110,000 is used in California for state operating expenses. Remaining funds are divided as follows: one-third for Community Colleges, one-third for the Department of Education, and one-third for joint-funded projects. California received \$767,355 last year for research purposes.

Research grants up to 90% of the costs of programs and projects may be made for:

1. Research and training programs.
2. Experimental, developmental or pilot programs developed by such institutions and agencies designed to meet the special vocational needs of youths, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs.

3. The dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education.

California colleges and universities, other public or nonprofit private agencies and institutions, and local educational agencies are eligible to submit applications for funds to conduct research and training projects. Individuals are not eligible. To be eligible for support, projects must be directly involved with vocational and/or technical education programs designed for students in programs that would be completed with less than a baccalaureate degree.

Research priorities for Community Colleges are based primarily on evaluation findings of Project COPES (Community Colleges Occupational Program Evaluation System). The COPES activity provides input from lay business and industry groups, instructors, occupational specialists and administrators from Community Colleges. The system provides for identification of major strengths and critical needs for improvement in occupational programs in Community Colleges. The Community College Statewide Advisory Committee for Vocational Education Research reviews the COPES priority areas and recommends research topics in each priority area. Such research topics are the basis for establishing research projects.

Joint priorities are developed by mutual agreement between the Chancellor's Office and State Department of Education. Staff recommendations are made to the Joint Committee on Vocational Education for approval.

Current Community College priorities are:

- Organization for effective coordination and direction of occupational education.
- Community occupational needs.
- Relationship of opportunities to needs.
- Student follow up.
- Data analysis on student job success or failure.
- Placement.

Combined secondary and postsecondary priorities

- Information dissemination pertaining to research findings.
- Manpower management information systems.
- Training educators in vocational education research techniques.
- Articulating secondary and Community College occupational education programs.

The following eight-step review and approval process is used in funding of research projects:

- 1) Review of identification of need and concept approval by the VEA Parts C and D State Advisory Committee.
- 2) Approval of an application by the State Advisory Committee.
- 3) Review and concurrence by the Chancellor's Office.
- 4) Review by subcommittee of Joint Staff Council.
- 5) Review by the Joint Staff Council.
- 6) Review by the Joint Committee on Vocational Education.
- 7) Review by the State Board of Education.
- 8) Review by the Board of Governors.

Fiscal agents or sponsoring colleges are identified early in the project development process. Personnel representing the potential sponsor assist and consult with the Chancellor's staff in the development and implementation of the project.

All projects now funded under Part C are conducted with the concurrence of an advisory consortium whose representatives are selected after project approval by the Board of Governors. Selection of project staff is a joint responsibility of the sponsoring college and the Chancellor's Office.

Third-party evaluation

Third-party evaluation of VEA projects is financed by withholding Part C funds at the state level. An amount equal to 5% of funded projects is set aside for a third-party evaluation. An evaluation project is currently in progress relative to all VEA Part C and D projects in California since 1972. This is jointly sponsored by the Chancellor's Office and the Department of Education. This project is intended to provide information on the impact of Part C projects on occupational programs in colleges. Additionally, the study will provide information for future management decisions for research.

Part C current projects include:

- ° Development and Maintenance of Manpower Management Information System
- ° Field Testing: System of Interactive Guidance & Information (SIGI)
- ° Pilot Test for Student Accountability Model (SAM) Follow-up Component

- Extending SAM to Include all Community College Students
- SAM Employer Follow-Up Component
- Regional Clearinghouse for Cooperative Education Placement
- Organization for Direction & Coordination of Occupational Education
- Coordinated Administrative Leadership
- Placement Clearinghouse for the Landscape Industry
- Assessment and Updating of COPES
- **MINI GRANTS:** (Maximum of \$2,500)
 - Impact of Career Guidance Centers upon Students at Santa Ana College
 - Special Vocational Preparation & General Educational Development Planning Study
 - Testing: Teaching Interpersonal Relationship Skills
 - Occupational Education Information Needs & Governance Patterns of Management Teams in Selected California Community Colleges
 - California Broadcast Employment Survey
 - Assessment of the Occupational Programs for 11th and 12th Grade High School Students in the Community Colleges
 - Measurement of Attitudes of Chicano Freshmen Preparing for a Criminal Justice Career
 - Determination of Practical or Occupational Skills Taught in Non-Vocational Subjects and Identification of Applicable Job Areas
 - Analysis of Occupational Curriculum Development Practices in California Community Colleges

COPES Research findings and priorities

A major thrust of VEA research has been the development of Project COPES. Although COPES has been supported mainly by Part B funds, the project has been used to identify Part C priorities as mentioned above. COPES evaluation findings are studied and analyzed by state staff and the state advisory committee. Research concepts are identified and

used in developing research projects. An example is Project SAM (Student Accountability Model). One of the first findings of COPES was that systematic follow-up of occupational students in Community Colleges was a critical need for improvement. This COPES finding led to the funding of Project SAM in 1973 and consequently the development of a model follow-up system.

In developing the model, staff made several assumptions, chief of which was that any system to be workable and acceptable to the colleges must be developed with continual guidance from Community College occupational personnel. Thus, the first step was the formation of a twelve-member consortium, with individual members chosen to represent large and small, northern and southern colleges, and expertise in the areas of occupational administration, general administration, data processing and Institutional research.

Following formation of the consortium and receipt of additional input from occupational staff representing over twenty additional colleges, guidelines for the project were agreed upon. Among the key guidelines were that (1) the purpose of the project should be twofold -- to provide accurate data for reporting to governmental agencies and also to provide useful information for program evaluation and planning, (2) categories of non-continuing students according to major and accomplishment be defined so that varied and appropriate approaches to follow-up could be developed, and (3) identification of student major should be determined with greater accuracy by examining the student's course enrollments rather than a stated choice.

Accordingly, a model (later named SAM--Student Accountability Model) was developed with two components: (1) the accounting component, which places each student into one of four categories according to his or her enrollment in courses which have been classified and given priority as to occupational content and (2) the follow-up component, which additionally classifies the non-continuing student according to accomplishment while in college. Specific follow-up procedures recommended by the model depend upon the particular achievement of the student while in college.

College response to SAM has been extensive and positive. The basic principles appear to have been accepted. After some debugging and revisions, it is anticipated that the SAM procedures will be routinely operational in the foreseeable future in California Community Colleges. Approximately 80% of the colleges have implemented or are in the process of implementing SAM. A persistent problem is the lack of computer capability or low priority to implementing SAM by colleges.

Sierra College is in the process of implementing SAM on a manual basis. Its experience should provide guidance to colleges with limited computer capability. SAM consortium members have served as consultants to college districts providing special services and information for colleges implementing the follow-up system. Information from colleges using SAM indicate they have more reliable and more accurate information on students enrolled in occupational programs.

Information on students who leave college before completing occupational programs is available, whereas it was almost nonexistent by previous practice. SAM provides a rationally developed way of tracking students who leave colleges with marketable skills. Additionally, SAM provides the first reliable information on characteristics of occupational students such as age, sex, marital status and persistence of individuals in pursuing occupational objectives.

Shasta College reports the first results of comprehensive student follow-up using SAM (note Appendix E).

VOCATIONAL EDUCATION ACT, PART D: EXEMPLARY FUNDS

Exemplary funds are jointly administered by the Board of Governors and the State Board of Education. Funds are divided between Community Colleges and the State Department of Education on a formula basis. Last year California received \$355,974. Community Colleges' share was \$117,553.

The purpose of exemplary funds is to provide an approach to vocational education which indicates substantial promise of improving or extending the occupational opportunities for youth and adults. Following are three criteria considered in selecting exemplary projects:

1. An issue with relevance to more than a single school or college.
2. Evidence that the proposed activity will contribute to the clarification of the issue or improvement of instruction.
3. Relatively unknown or untested approach in the proposed context.

Procedures for using exemplary funds follow those used for Part C research funds. Critical needs for improvement of occupational education identified by Project COPES serve as the basis for identifying priorities. The same advisory committee for Part C research funds reviews both Part D project concepts and applications. Community College Part D projects are supervised by state staff, following the same procedures described under Part C research for implementing and monitoring projects in progress.

Current Part D projects focus on placement and improvement of counseling and guidance through career centers. The following four projects are in progress:

Career Placement Model Demonstration Project -- American River College

Career Guidance Center Model Development Project (involving five Community College districts and selected high schools) -- Los Angeles Community College District

Career Center Guidance Project -- Foothill Community College District

Consortium of Small Colleges and Selected High Schools -- Columbia College.

Third-party evaluation of Part D projects is accomplished by setting aside 5% of project funds at the state level for evaluation purposes. An evaluation project is currently in progress.

Monitoring and supervision of Part D projects are accomplished by state staff. Quarterly progress reports are a requirement of the funding application. Institutions are required to file a report at the conclusion of the project. Acceptance of the report is a condition of approval of the final claim for payment of funds.

Education Professional Development Act, (EPDA), Part F, Section 553

The purpose of Section 553 is to improve and expand occupational education by providing programs of in-service education. Most programs are designed to:

1. Improve subject matter competency of instructors in various occupational areas.
2. Improve teaching techniques and methodology of occupational instructors.
3. Improve supervision and administration skills of occupational education personnel (including department and division chairpersons and local administrators of occupational education programs).
4. Improve competency of personnel and techniques used in services related to occupational education (including guidance and counseling, cooperative work experience, placement, follow-up, evaluation, local and regional planning, and research).
5. Improve competency of personnel and techniques used in providing services to disadvantaged and handicapped students in occupational education.

Management

The State Board of Education is responsible for the EPDA program. The State Department of Education coordinates statewide EPDA activities, providing for the solicitation and review of proposals, assistance in the development of proposals and projects, recommending approval of proposals, and assisting in monitoring and evaluating projects. The Chancellor's Office provides similar service on professional development projects involving Community College personnel and maintains liaison with the Department of Education.

Within an annual cycle, proposals to conduct in-service education are recommended for approval and monitored and evaluated. All proposals are reviewed and receive final state staff approval by the Joint Staff Council. The U.S. Office of Education has final review and approval authority of EPDA proposals and issues the grant to conduct projects to the State Board of Education.

Evaluation

Project directors are provided instructions and recommendations for accomplishing reporting and evaluation requirements. Quarterly and final reports and a final evaluation report are required. Quarterly reports indicate whether or not the project activities are on schedule and if objectives are being met. If there are difficulties in conducting the project, the director is to outline steps planned to correct the situation. Final reports review all project activities, detail the actual outcomes and the manner by which these outcomes were measured, describe the differences between anticipated outcomes and actual outcomes, describe any follow-up activities yet to be conducted, and include any observations which might be helpful to others considering similar activities. The evaluation report, usually prepared by an independent third party, must describe the degree that objectives of the project were met. In addition to the reports, the project director must submit a participant data summary, describing total hours of training, number of participants, and level and primary assignment of participants. All reports must be received before final claims for payment are processed.

In addition to the reports, state staff visits workshops to monitor activities, provides technical assistance and obtains direct evaluation information. Information obtained from reports and monitoring and evaluation provide the basis for decisions on future professional development activities, including subject matter, techniques of presentation, location and facilities used for workshops, expertise of consultants, and cost of typical in-service programs.

VOCATIONAL EDUCATION ACT, PART F: CONSUMER HOMEMAKING EDUCATION

Consumer and homemaking education is an instructional program designed to assist individuals and families to meet the challenges of daily living, including management of finances, resources and services, child development and family relations, housing and home furnishings, foods and nutrition, clothing and textiles.

California Community Colleges in 1975 received 22% (\$631,000) of the California funds for Part F purposes. These funds were apportioned to college districts on an entitlement basis.

Each college district may elect to apply for its Part F entitlement. Districts with more than one campus may elect where the funds will be spent. At least 60% of Part F funds the district receives must be spent for services to youths and adults in economically depressed areas. District applications must specify the formation of an advisory committee and show a consumer-needs survey of the specific geographic area where the funds are to be spent.

Part F funds may be used for home economic staff, facilities and equipment costs of the program and services offered. Provisions for Part F programs and services must be included in district plans for occupational education. Evaluation plans for use of Part F plans are required in district applications for the entitlement.

District applications for Part F entitlement are recommended to the Joint Committee on Vocational Education by the Chancellor's Office. Funds for districts electing not to apply or use their entitlements are reallocated to districts by augmentation, and special project application from other districts' unused funds are carried forward to the next fiscal year. State specialists and regional staff representatives of the Chancellor's Office provide consultation services to districts in developing and implementing Part F applications. Final claims for Part F projects are reviewed by state staff, and final payments are made at the conclusion of the project and after a satisfactory report is received from local districts using the funds.

COPES evaluation of Part F

In spring 1975 a representation sample of Community College Part F programs was selected for evaluation by project COPES. Ten college programs were studied. One of the major findings was that funds generally allotted to colleges were not regarded as sufficiently adequate to warrant major expansion of Part F programs and services. Consequently, surveys and identification of community needs for consumer and home-making services are critical needs for improvement.

Conclusions of the study suggest the entitlement system for awarding Part F funds may not be achieving best results from limited available fiscal resources.

Other conclusions

Some districts shift the placement of F funds from one college to another. This practice and its long-term effect on programs and participants should be carefully examined.

Linkage between consumer and homemaking education programs/services and occupational education, and the potential benefits to be gained, needs reviewing. Emphasis should be placed on preparation for the dual role of wage earner and homemaker-consumer and on the importance of effective consumer performance to successful performance in the work world.

Attention should be directed toward improving the coordination and consolidation of efforts district-wide, campus-wide, and community-wide. This would include articulation with the high schools as well as expanded collaboration with community agencies and businesses.

Program personnel should become more involved in program planning and control. Such expanded participation would achieve greater program effectiveness.

Increased community input through the formation and use of effective representative advisory committees and through well-founded community surveys is essential for program relevance and quality. Information gained through such activities should assist colleges in developing priorities for areas and persons to be served.

More specific information about program participants--their needs, interests, and characteristics--and changed performance resulting from programs/services should be collected and analyzed. Such data could be an effective base for planning long-range program goals, as well as specific course and learner objectives.

Inconsistencies in procedures for awarding augmentation funds from one year to another should be overcome so that districts can become familiar with a system upon which they can rely. Operational procedures would be further enhanced through development of guidelines for applying for special project funds. Effective use of the total F entitlement should include the awarding of augmentation and special project funds soon enough in the year for a college to plan and implement action.

An improved statewide information system is needed to collect and translate data on specific college district experiences such as how entitlements are used, significant problems experienced, reasons for releasing entitlements, and in-service education priorities. Information on successful creative approaches and exemplary programs should be collected and disseminated to all districts so that colleges can benefit from experiences elsewhere and so that the quality of CHE programs can be improved.

Expanded in-service education opportunities designed specifically for Community College personnel involved in program planning and implementation and the administration of Part F funds should be provided in a variety of locations throughout the state. Communications should be directed in part to potential opportunities that exist in the use of Part F funds in order to encourage greater experimentation.

Concentrated attention should be placed on assessing results achieved through CHE programs and services and on designing evaluation models that measure impact and change as a result of CHE instruction.

VOCATIONAL EDUCATION ACT, PART G: COOPERATIVE VOCATIONAL EDUCATION

Cooperative Vocational Education programs combine related vocational classroom instruction with on-the-job employment experiences directly related to a student's occupational objective. The term "cooperative" describes the relationship of the college and business and industry working together to prepare students for their selected vocations. In the classroom the instructor or instructor/coordinator provides vocational instruction directly related to the employment experiences. Regular part-time employment enables the student to develop and refine those occupational competencies he must have to acquire a job, adjust to the employment environment, and advance in the occupation of his choice. Instruction on the job is supervised by the training sponsor--an em-

ployer or an employee--who works closely with the coordinator or instructor/ coordinator in planning and sequencing learning experiences appropriate for students and compatible with their goals and those of the employer.

Section 172 of P.L.90-576 defines Cooperative Vocational Education programs as "... a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the college and employers so that each contributes to the student's education and to his employability. Work periods and college attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the Cooperative Vocational Education work-study program."

California received \$1,038,653 in Part G funds for 1975-76. California Community Colleges were allotted \$503,000 for the same period. These Part G funds were distributed to districts on a project application basis. Guidelines for the applications were published by the Chancellor's Office, and staff provided consultant help to colleges in developing applications. Final evaluation and selection of project applications were determined with assistance of leaders from college work experience programs. Review procedures encompass the federal regulations outlined in the California State Plan for Vocational Education. Monitoring of Part G projects is accomplished by the Chancellor's Office as are other specially-funded projects. Examples of reports are:

College of the Siskiyous

We reviewed the district's final claims and made necessary corrections to allow for processing to the Chancellor's Office. Major problems were misunderstanding and methods of identifying expenditures.

The Part G project has been implemented, with the major expense going for classified assistance, to identify job slots and match students to these slots. A major problem in the area is that the unemployment rate of the district's service area is over 25%.

The college has experienced a drop of 50% in enrollment in work experience due to difficulties with the Veterans Administration. They have not been enrolling veterans in general work experience this semester and has been counseling them to be sure Cooperative Work Experience is required for the program they are enrolled in.

Shasta College

We revised the budgets for both the A and G projects for Shasta College. The projects will be carried out, though the funding of each project has been reduced.

College staff was advised that in all probability there would be no extensions of time granted for the Part G projects.

Merced College

The college has hired personnel necessary to operate its cooperative education program and is rapidly moving toward meeting its stated objectives. The college is experiencing some difficulty in finding jobs for handicapped individuals.

We also reviewed the status of their VEA reports and claims.

Staff is completing the necessary back-up information for approval of the college's contract with a local beauty college.

Saddleback College

This was the first time Saddleback requested Part G funds and staff worked closely with the college in developing the project. Since the project was funded at a reduced level, recommendations were made as to the activities the college should support with the funds available. Records that the college were setting up to meet the requirements of work experience programs were reviewed, and recommendations were made. The college has accepted these recommendations.

COPES Subsystem

A COPES subsystem for evaluation of cooperative work experience programs has been developed. Current COPES activities include an evaluation study of work experience programs in Community Colleges. Strengths and weaknesses or critical needs for improvement will be identified by June 30, 1976.

VOCATIONAL EDUCATION ACT, PART H: WORK STUDY PROGRAMS

Part H funds are used to provide employment of students in need of earnings to commence or continue vocational education. Students must be enrolled in a full-time vocational program, must be at least 15 years old and under 21 years old, and must show they need the funds in order to stay in college. The hours students work are limited to 15 hours a week, and the amount earned is limited to \$45 a month and to \$350 in any calendar academic year or its equivalent. Students must work for a public agency that agrees to pay 20% of their wages.

If the colleges' requests for funds meet legal requirements of Part H, the colleges receive pro rata shares of funds available. \$463,526 was available for distribution to colleges during 1975-76.

As with other special funded projects, the Chancellor's Office monitors Part H projects. Examples of monitors' reports are:

Chabot College

Following staff recommendations of previous years, the accountability for students has been improved each year. Financial needs records had always been complete, but did not always coincide with VEA criteria. Complete records now show need, as it relates to success in an occupational program, and program information is available pertaining to the student's major. Hours worked, dollars paid out, and services performed are kept on a week-by-week basis.

College of Alameda

Following staff review of student records, this college dropped two students from its claim. One was over-age, and another was ruled not an occupational major.

Fresno City College

Allocation of \$4,895 was placed under the direct control of the financial aids officer, who was oriented to the terms, conditions and responsibilities for such management. Based on the income limitations of Part H and the college's allocation under federally-funded work study funds, the financial aids officer ultimately determined that no vocational students were in need of Part H funds. All funds were returned to the state. The college agreed to waive Part H funds in subsequent years.

Yosemite District

The district's Part H allocation provided assistance for 36 students--27 at Modesto and 9 at Columbia. Students have been identified by the financial aids officers at each college when they have applied for assistance. This appears to limit the number of students receiving aid, and attempts to have vocational instructors identify needy students are being implemented in an effort to increase the number of students served.

San Bernardino Valley College

Funding under Part H has served a very useful purpose at San Bernardino. The college was able to assist 17 students who would have otherwise dropped out of school. Like other districts, San Bernardino was not able to use its full entitlement under Part H for two reasons:

1. The age limitation (21) under Part H does not adapt itself to the age of the Community College students (average age is 26).

2. The limitation of 15 hours per week or \$350 a year is not realistic when considering the age, motivation, and economic requirements of Community College students.

Los Angeles Valley College

At the on-site review of this college's Part H records it was discovered that the college had based its records on the fact that a student could not earn more than \$350 an academic year but had not followed the stipulation that students could earn only \$45 a month.

Staff recommended that the records could reflect only the monthly amount allowed in any given month. The college felt the bookkeeping involved was not worth the small amount of money received and elected not to participate in Part H funds because of the restrictions. Its evaluation report for that year reflected this decision. Sixteen students were in the program with VEA expenditures of \$2,827 and local expenditures of \$707.

Los Angeles Pierce College

The Pierce College evaluation report for 1974-75 showed that 81 students were employed during the academic year, and 28 students were employed during the 1975 summer session. Funds expended were \$18,729. Records used to determine student eligibility were part of the report. At the on-site review held in 1975-76 staff verified that these records were maintained in sufficient detail to validate eligibility for Part H funds. The fiscal office verified that the payments to students followed the restrictions set down by law. At the time of this interview the financial aids officer provided revised guidelines used by him to determine student eligibility. These guidelines were comprehensive and are supplied to all college personnel involved in the program. There were 35 students in the current program. Expenditures were \$4,311, with a balance of \$9,799.

UNIVERSITY OF CALIF.
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